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Association for Education by Radio

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# The Association for Education by Radio

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# The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

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## NBC's Inter-American University of the Air

By Sterling Fisher\*

When the NBC *Inter-American University of the Air* was launched in 1942, in an effort to find a new area where the scholarly resources of the university could be magnified and made available to the masses of the people through the mass communication medium of radio, it was agreed that the approach must be critical and pragmatic. Critical because it was the first known National Network experiment with education at university level in radio; pragmatic because the program failed of its purpose if it did not reach and attract the audience to which it was directed.

In July, the first series, "Lands of the Free," dealing with history, began a course of fourteen programs. In October, "Music of the New World," a music course, was begun and a second series of "Lands of the Free" was started as the first ended. Based on the experience, a pragmatic evaluation may be attempted.

"Lands of the Free" is heard over the NBC network Monday evenings at 10:30 EWT while "Music of the New World" is heard Thursday at 11:30 EWT. Both programs are broadcast in Canada through facilities of the Canadian Broadcasting Corporation. Scripts are translated into Spanish and Portuguese and made available throughout Latin America to radio stations and universities requesting them.

*Latin America* by Preston E. James, has been adopted as the official source book for "Lands of the Free." In addition three handbooks have been published as guides for the series. The first handbook for "Lands of the Free" was published by the Odyssey Press, the second by Columbia University Press. Southern Music Publishing Co. published the "Music of the New World" handbook. Each is available from the publishers at a cost of twenty-five cents.

Public response and acceptance was immediate. In many instances the response was what may be fairly termed enthusiastic. Customary misgivings about a high educational standard in radio programs of this nature—present

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in large measure when the University was being planned—soon resolved themselves. While audience mail gives far from a complete picture of public acceptance, it is a useful guide. Certainly the more literate and articulate segments of the population were enthusiastic in their response. However, judged by any standard, the mail response was excellent and it is growing; the "mail count" is high and its contents almost invariably favorable. Comment from the management of the affiliated stations similarly is favorable. Handbooks were ordered and paid for. The public was found ready for "education."

There remained the question of acceptance by the colleges and the universities. Many educators were frank in their skepticism. The programs in their conception were an untried experiment. Broadcasters long ago had proved the value of the medium to teach appreciation of classical music—the NBC Symphony Orchestra long has had an audience measured in the millions.

Nevertheless, the teaching of history, literature and science on a university level presented different problems. The NBC *Inter-American University of the Air* was not designed for classroom listening. Neither the time of its broadcast nor the mode of its presentation made the series suitable for such use. Instead the University was intended to supplement and inspire classroom instruction.

Despite the relatively short time the University has been on the air, professors in Yale, Tufts, Boston and several other universities have made the "Lands of the Free" assigned-listening in history classes. The number is expected to increase measurably as additional programs provide the basis for wider acceptance.

At this writing, plans are being laid by the Music Educators National Conference for nationwide study projects of "Music of the New World." When the project is adopted, an effort will be made in teachers' colleges to evaluate the music series in terms of its potential aid to music students.

A third series—dealing with the literature of the Americas—is now being drafted and will be started some-

time in 1943. Tentatively titled, "Tales of the Western World," it will cover four broad periods in American literature. The first will be the period of conquest and colonization during the 16th and 17th centuries. It will discuss characteristics common to all colonial literatures; the conquistador as chronicler; the conquistador as epic poet, and lyric poetry in the Spanish colonies.

The second general grouping will cover the birth of the American republics. Included will be a summary of literature during the times of political revolution; the statesman in literature; poets of grandiloquence, and the arrival of the picaresque novel in America.

Covering the 19th century, there will be discussions of romanticism in North and South America; the Indian in fiction; the Indian "Leyenda"; the romantic poet; the renaissance of New England; the romantic novelist; poets of democracy; the discovery of the gaucho in literature; the gaucho epic; gauchos and cowboys; Mark Twain and the Middle West; Ricardo Palma and Peru; Jose Marti and Cuba, and the modernist poets.

The growing importance of the drama and prose fiction and the prevalence of contemporary social themes will be discussed in the fourth main division for the period of the 20th century. In this section of the course will come the drama in the Rio de la Plata countries; drama in the United States, and social themes in the novel.

As in the case of "Lands of the Free," this series on literature will seek to attract interest by use of the dramatic form but will maintain its standards of scholarship at the university level. "Music of the New World," on the other hand has a narrative form of presentation. It features Dr. Frank Black, NBC general musical director, conducting the NBC Symphony Orchestra and consists principally of music. The narrative portion of the program traces the history and origins of the music.

All the broadcasts are designed, in the words of Dr. Pedro de Alba, assistant director of the Pan American Union, with "ensenar deleitando"

(Continued on inside back cover)

### AER-State Department Script Project

Recent discussions between officials of the AER and the Cultural Relations Division of the State Department point to another outstanding service that the AER can render the field of radio—this time in international relations. There are many scripts which tell the story of the United States to be found in radio councils, college educational stations, schools of the air and elsewhere. These are the stories of biography, of adventure, of history and literature and art and music native to the U. S. Told in this way the stories represent the life and customs and history of our people.

It is proposed that when the State Department has a request from a foreign nation for programs of this sort the AER will locate the desired type of scripts, channel them to the State Department and there, in turn, the scripts will be processed where necessary into a format that will present a uniform approach either in script or recording form. It is felt that these scripts may best be sent to producing groups in foreign nations where local radio people can present them in the vernacular and colloquial tongue for the better understanding of the listening audience in that country.

By the same token, when a producing group in the U. S. sends a request to the AER for scripts of stories of foreign nations, these in turn will be translated into English for presentation to our audiences. These invitations also will be channelled through the State Department, which will present a formal invitation to the foreign nation in question. The State Department is working through John Begg, Sterling Fisher and Ralph Steele. The Executive Committee of the AER has approved this project. More details will be published later.

### Dates Set for Fourteenth Institute at Columbus, Ohio

The Fourteenth Institute for Education by Radio, national conference of broadcasters and educators, will be held at the Deshler-Wallick Hotel, Columbus, Ohio, Friday through Monday, April 30 to May 3, 1943. The dates were set to conform with the Office of Defense Transportation's request to avoid week end travel. Specifications and entry blanks for the Seventh American Citations of Educational Radio Programs are now available and may be secured by writing to Institute for Education by Radio, Ohio State University, Columbus, Ohio.

Dr. I. Keith Tyler, director of the Institute, in announcing the preliminary plans for the annual Columbus meeting, says: "We are now beginning

to line up the program and will welcome suggestions of topics and outstanding personnel. I am hopeful that we will have an even better meeting than last year. The war situation ought to be more clarified by May and I think, there will be a number of very pertinent issues facing the radio field."

### NBC-NU Institute to be Repeated in 1943

The NBC-Northwestern University Summer Radio Institute, launched in 1942 as an experimental venture in broadcast personnel, will be repeated during the summer of 1943, it has been announced by H. C. Kopf, vice president of NBC.

So successful was the first Institute that every graduate who applied for job placement was put into an active occupation in broadcasting. At the close of the session, Institute officials had requests from radio stations for nearly 150 people over and above the total supply of available graduates.

At the same time NBC's participation in the 1943 Institute was announced, Judith Waller, Director of Public Service for the NBC Central Division, reported that a group of five textbooks based on studies of the 1942 NBC-Northwestern University Summer Radio Institute, and spanning the entire field of radio broadcasting, has been put into preparation by the National Broadcasting Company to fill a long-time need for adequate radio texts.

Miss Waller also announced the selection of Albert F. Crews as editor for the series. Crews was director of the Institute and is chairman of the Radio Division of the Department of Speech at Northwestern University. The books will be based on lectures heard at the summer Institute covering announcing, acting, production, writing, public service, education, publicity, sales promotion and other phases of broadcasting.

When plans were made for the 1942 NBC-Northwestern University Summer Radio Institute, officials found that there were few existing texts of a type suited to the courses planned. A stenotype report was made on all lectures presented before the Institute, and following the close of the series, Niles Trammell, President of NBC, offered the suggestion that textbooks based on the lectures be prepared and made available for future sessions of the Institute and for the radio industry in general.

Because of previous commitments, the texts will not be published in book form before 1944. However, they will be available in planograph form about June 1, 1943, for use in next year's NBC-Northwestern University Summer Radio Institute and for any other similar educational projects with which

NBC is identified. The books will not be offered to the general public in planograph form.

Further revisions will be made before the books are sent to the publishers, based on their use in classes of the 1943 Institute. Five publishing houses already have expressed interest in the books, and the volumes will be designed to become the basic texts of broadcasting. Present plans call for their revision at two or three-year intervals.

### War Dept. to Publish Radio Production Handbook

An official booklet on radio production for the use of U. S. Army public relations officers will be published soon by the Radio Branch of the War Department's Bureau of Public Relations. The booklet will include six chapters covering both the technical and productive phases of radio. The book is planned to answer questions posed to members of the radio branch on their field trips to posts.

Tentative outline for the booklet includes a chapter on the value of radio as a public relations medium, and the objectives of radio. Radio's educational and morale values will be specifically treated, as will radio's use in campaigns, recruiting and salvage.

Recommendations for cooperation with radio stations will explain how and whom to contact at local stations, and what to offer them. An explanation of camp facilities necessary for broadcasting, such as mechanical requirements, lines, pickups, and studio facilities will be covered. Hints for public relation officers who are considering different types of shows will include a discussion of the difficulties of production, script library and techniques of pickups. Various types of programs, such as news, variety and music, dramatic, quiz shows, interviews, and recordings for home stations will be discussed.

### Faculty Committee Appointed To Digest Peabody Entries

Athens, Ga.—To make a preliminary digest of this year's entries for the George Foster Peabody Radio Awards, a special University of Georgia faculty committee has been appointed, according to Dean John E. Drewry of the Henry W. Grady School of Journalism, which in conjunction with the National Association of Broadcasters administers these awards.

Members of this committee are Tyus Butler, journalism, chairman; Hugh Hodgson, music; Carolyn Vance, radio and speech; L. M. Ballew, drama; B.

(Continued on back cover)



# Farm and Home Broadcasts Fostered by The Ohio Agricultural Extension Service

By G. E. Ferris

Agricultural Extension Radio Editor

According to an estimate made by a joint committee on radio research sponsored by the American Association of Advertising Agencies, the Association of National Advertisers, and the National Association of Broadcasters, more than ninety percent of all rural families in Ohio own radio receiving sets.

This is an indication of the possibilities for making available to farm families information from the Extension Service of the College of Agriculture at Ohio State University.

Aiming at these possibilities, agricultural and home economics broadcasts fostered by the Ohio Agricultural Extension Service include: (1) Regularly scheduled broadcasts by county extension agents over their local radio stations located throughout Ohio; (2) a daily agricultural news service provided to all stations desiring it; and (3) farm and home broadcasts over WOSU on the campus of Ohio State University.

The Extension broadcasting in Ohio which for the past several years has been considered the most important by farm and home listeners, are the local radio station programs presented by the agricultural, home demonstration, and 4-H club agents in three-fourths of Ohio's counties taking turns broadcasting. Some of these programs have been on the air for the past six years, and, varying from daily to weekly, they are scheduled regularly over twenty stations, seventeen of which are in Ohio. The other three in bordering states, are near enough to Ohio to have a large audience in the state.

The Extension Service cooperates with all these extension agents in this practical service to rural Ohio by assisting them in their relations with their local stations and by providing timely and seasonal broadcast suggestions and material.

Another of the radio services for which there has been long-continued and worth-while reception on the part of listeners of radio stations serving Ohio is that called the "Ohio Farm Flashes." These are prepared and provided for broadcast each weekday to thirty-four stations that have requested them.

The "Ohio Farm Flashes" are compiled and edited principally from material supplied and obtained from the Radio Division of the USDA\* Office of Information, the Ohio Department of Agriculture, the Agricultural Experiment Station in Ohio, and the Ohio

\*U. S. Department of Agriculture.

State University College of Agriculture and its Extension Service.

An additional service called "Helpful Hints for Homemakers" is provided weekly for non-commercial broadcast use by the Director of Women's Programs of thirty-three different stations who have requested it. The Homemakers' Chats—a daily home economics radio service—is provided to nineteen radio stations in Ohio by the Radio Division of the USDA Office of Information.

Since November 1, 1941, the Blue Network's daily "National Farm and Home Hour" has been aired over WOSU, the Ohio State University's 5,000 watt station with an 820 dial assignment. Beginning at 12 noon each weekday, just ahead of this network presentation, WOSU presents its half hour "Ohio Farm and Home Program." On it are featured the "On the Farm Front" wire news provided by the United Press, farm markets, and farm and home talks and interviews by and with farmers, farm homemakers, 4-H Club and Vocational Agriculture and Home Economics boys and girls, members of Ohio Older Rural Youth organizations, and representatives of the Ohio State University College of Agriculture and its Extension Service, of County USDA War Boards and of the AAA, FCA, FSA, REA, SCS, and the Central States Forest Experiment Station.

Many of these presentations are

transcriptions made in different parts of Ohio with portable recording equipment purchased cooperatively by WOSU and the Ohio Agricultural Extension Service. These transcriptions avail a timeliness, local color, and interest otherwise not obtainable or attainable.

Furthermore, these transcriptions are a good example of the practice being made of suggestions submitted by Wib Pettegrew, WOSU's Program Supervisor, in KIRO's competition answering with a limited number of words the question, "If I had a radio station, one of the things I would do . . ." Here is his statement which KIRO announced as one of the cash award winners during the 1942 Institute for Education by Radio held at Columbus, Ohio:

"I would develop mobile equipment to interpret the thinking and action of my community. Stop the farmer as he pulls his cornpicker down the row, interrupt the worker at his machine, the student in the laboratory, the cab driver idling at the curb, the housewife in her kitchen. . . . Ask, record, edit. Authorities may interpret, if desired. . . . Education? Of course. We learn by thinking. Interesting? Yes, it's your neighbor. Significant? Well, this is a Democracy, and only a thinking, doing Democracy, aware, of its faults and its possibilities, will survive. Radio is the ideal medium."

Another example of cooperation between WOSU and the Ohio Agricultural Extension Service was the making of fourteen different transcriptions during the 1942 Ohio 4-H Club Congress at Ohio State University. Each of these transcriptions featured club congress delegates from different parts

(Continued on back cover)



With mike in hand, Wib Pettegrew, program supervisor of station WOSU, "practices what he preaches" about interviewing farmers on their farms.

# "We Take You Now To"—

By Kenneth G. Bartlett

## Office of Civilian Defense and Dorothy Gordon:

"You ask me what my plans are for January. By that time I am hoping that Radio will suddenly wake up to a realization that much more time should be given over to programs for the children of the country. I am hoping that by January my book *All Children Listen* will have been read by everyone in radio so that they will understand what I have been driving at for the past nine years when I first saw how Hitler was using radio as a means of indoctrinating children in the warped and twisted psychology of Nazism.

"As National Director of Children's Radio Programs for the Office of Civilian Defense I am using every possible means of informing the young people about the war, what it means to them today and what place they will have to take in the new world after the war which will depend upon their leadership to preserve the ideals of freedom for which we are fighting.

"I have undertaken a big job, I know, but I am in deadly earnest and I wish to report here and now that the greatest signs of intelligence come from the youngsters themselves. Yes, radio through education will probably come out on top in the future.

"Incidentally, the January issue of *Childhood Education* will publish an article by me on Radio as a means to encourage creative expression."

## Harvard University and C. J. Friedrich:

"With Miss Jeanette Sayre having become Mrs. Francis Smith, Jr., and having become associated with the Office of War Information, our Radio-broadcasting Research Project is fortunate in having secured the services of Miss Evelyn Sternberg, Radcliffe A. M. who is at present working with me on the completion of our study on Congress and the Control of Radio-broadcasting. Also our project has received a grant from the Committee on Research in the Social Sciences enabling it to carry forward research on the governmental, administrative, social and economic effects of the present radio allocation structure—a preliminary survey of the methods to be employed in a comprehensive survey and analysis.

"The Radio Committee of American Defense—Harvard Group, of which I am chairman, is actively assisting the Council for Democracy's prodemocratic and anti-fascist program in Italian offered over WMEX and written by Mr. and Mrs. Enzo Tagliacozzo. It also is aiding the Council in the preparation of the weekly program of propaganda

analysis which features two or three newspaper men in a discussion of the latest Axis tricks as revealed in the newspapers. The major responsibility for this program is assumed by Mr. Richard Salinger assisted by Miss Evelyn Sternberg. The Committee hopes within the near future to resume its historical drama shows which were such a successful feature of its work last spring."

## Columbia Broadcasting System, (N. Y.) and Leon Levine:

"I, personally, am proud of the fact that the *School of the Air* this year has the largest voluntary network in its twelve-year history—with 110 stations carrying the broadcasts. And I am particularly pleased over the return of WJR, Detroit station, to the fold after an absence of several years. (Leon Levine is assistant director of education for CBS.)

"Dr. Roy Chapman Andrews, noted explorer and author who has been around the world eleven times, has now an opportunity to describe his experiences in his own way to an enthusiastic young audience, on a new geography spot in the *School of the Air's* Wednesday series 'New Horizons.'

"Miss Jean McMath listens eagerly to Dr. Andrews' talks on world geography on Wednesdays, and spends the time in between broadcasts learning the geography of our own country the hard way—routing requests for Teachers' manuals to the CBS stations nearest the 200,000 teachers in small towns and rural districts who write for copies.

"Murray Dyer, writer of the *School of the Air* Monday program 'Science at Work,' and former science reporter for the Associated Press, finds that science has been making such terrific leaps and bounds since his reporting days that he is now a 'Script Writer at Work,' and hard.

"Frank Ernest Hill is making his own private study of the effectiveness of social studies' training among children in the New York City public schools and children in outlying school districts. The boys and girls appear for informal discussion on Mr. Hill's Friday current events program of the *School of the Air*. One week he votes for the country boys over the city boys, and the next week vice versa. No conclusions up to date.

"Mildred Game, *School of the Air's* manual editor, has been snowed in for months under an unprecedented number of requests for that publication, but expects to emerge any time now with the spring thaw.

"Clinton Johnston is intensifying a

lifelong interest in holidays while busily directing the *School of the Air's* 'Music on a Holiday' series. He expects to make music all his own on a special spring vacation, personally planned, casted, and directed.

"Visitors in the control room for 'New Horizons' are up against it when seated behind 'Tiny' Renier, new director for the series, former program manager of KMOX in St. Louis. 'Tiny' is six-feet-four, and a valuable addition to the education department, which admires both his brain and brawn.

"Anne Spinney, research assistant in the education department, wrote the script for the December broadcast of the *School of the Air's* 'Tales from Far and Near,' a dramatization of James Cloyd Bowman's *Winabojo*. Script had the o.k. of small son Kenneth before it was submitted.

"Dick Erstein, who assisted in producing the 'People's Platform,' CBS dinner-table forum, is now in the Navy as an Ensign, attached firmly to the S. S. Concrete (shore-duty headquarters to you), but hopes to break away for sea duty soon.

"Michael J. Foster, who publicized the *School of the Air* for years, must have listened faithfully to the programs. He passed his test for admission to the officers' training course with 98.2, highest record of 800 who took the test.

"Vivian Kelly, my secretary, has gone to Fort Sill, Oklahoma, to join her husband, Lt. Norman Peters. She says substituting a stove for a typewriter and conversation for air-mail specials is all to the good.

"Lyman Bryson, head of CBS education, has been advised by his doctor to take off five pounds. Cooperating in an effort to work them off are his secretary Kay MacGrattan, the Office of War Information in Washington, various conventions throughout the country, and visiting debaters on the CBS dinner-table forum, 'People's Platform.' Last-mentioned may expect drastic changes in Saturday night menus."

## Virginia State College and Walter N. Ridley:

"Seven hundred recordings were added to the Audio-Visual center for use in the Negro schools of Virginia this year. The State has approved the purchase of a campus broadcasting system, which could be used for plays, music, special events and radio programs, but about which the O.P.A. has said, 'We would rather you wait for the duration.'"

## The Radio Playhouse and William E. Zamboni:

"From where we sit it's beginning to look as if the dramatic element in the high school workshop is going to get someplace. We've been close to it here at the Playhouse; in fact our

hands have been in it up to the shoulder.

"During the last several months we've been editing and cataloging scripts for release to school workshops which have come in from all parts of the United States and Canada. Ringwood and Gowan sent their 'New Lamps for Old' series which was featured by CBS; Henrik Van Loon wrote giving us permission to circulate the adaptation 'Valley of Ignorance' from his famous book *Invasion* which we hope to have ready for release in the near future.

"Two years ago when we opened the doors of the Playhouse, we did so with trembling fingers. It seemed like a fantastic idea—but a good one. We know now that it was both.

"We're toying with the idea, if we can contact enough active people, of compiling experiences of broadcasters of educational drama, condensing them, and publishing them for the benefit of everyone interested in this field."

#### **Akron Board of Education and Josephine French:**

"This week, we decided quite suddenly to publish a monthly newspaper for the members of the Akron Association for Education by Radio.

"The first AAER meeting of the year was held in the studios of WAKR. Mrs. **Angie Theakston**, a teacher at Mason School, directed nine of her second grade pupils in a demonstration broadcast of one of our 'Primary Nature Study' programs. The subject was 'What is Happening in Autumn?'

"We are carrying on a series of discussion programs (Junior Town Meeting) in each of our high schools. At this writing we expect by December 1st we will have had them on the air. I wanted the students to have experience in that particular form of program first. Beginning November 1st, we began presenting a dramatic program each week by the high school workshop groups. The scripts to be used are the 'War Script of the Month' series.

"We are somewhat handicapped with our high school groups this year, because 50 per cent of the students are working full time in defense plants, and another 30 per cent are working part time."

#### **Somewhere in America and Dorothy Lewis**

"I am acting as Coordinator of Listener Activities for the National Association of Broadcasters. Conferences under the titles, 'Children in Wartime' and 'Radio Serves the War and Post War Era' are being held in over 35 states under the leadership of Radio Councils and other civic and educational groups. A typical day for me includes several public and private conferences and two or three broadcasts. For the second time my railroad ticket has been of record length and even

with war travel emergencies I have had but one cancellation of an appointment; this after 70,000 miles. A new feature this year has been speaking engagements and conferences at colleges to acquaint students with the American system of broadcasting and the layman's place in it. Conferences also have been held with local officers and members of the NAB Association of Women Directors. Many new Councils are under way and the projects and purposes of all extended to include the war emergency.

"Regional Directors of Listener Activities have been appointed in many NAB districts. Several releases and reports will be forthcoming as a result of the year's activities. I can report that the best part of the job is visiting with hundreds of swell friends everywhere. So many requests have been received, it is tentatively planned to hold a radio conference at Echo Corner, Kinder Hook, N. Y. next summer—where I will dish out radio gossip along with bass from the lake and my famous canned chicken. Line forms at the right. . . ."

#### **Detroit and Frances Brown Chase:**

"We have two rooms 'below ground level', one of which is used for a work office and one a rehearsal and club room. It is a permanent location for students and teachers to come to in the evening to pursue interest in radio more intensively than usually can be done in school. It is a comfortable place for persons of recognized ambition and talent in radio. It is a Workshop in the true sense of the word.

"It is for personal development leading to whatever radio interest one has in view. Each member contributes his bit and in return receives benefits from the others. It is organized on a non-profit and non-credit basis. Individuals meet expenses of their project. The low-rental and other office expenses are met by the membership fee of \$3.00 per school semester.

"To date there are two Junior groups representing four high schools. One the W-I-N group is being directed by myself through a series of American Literature Programs of their own choice. Scripts have been submitted by different teachers and students. This group has in mind radio acting as a profession and is made up of highly talented youths.

"Another group meets on Saturdays with their teacher and is receiving special assistance from the director. They are elementary pupils from a school with no student facilities. They are working toward school performance only.

"An adult group is meeting with radio writing as their chief objective. Many individuals drop in for individual consultation. One young woman is working individually on a poetry serial. A young man has a sound

hobby. He brings in his kit for demonstration. Some come for personal record-making. Others come to study records.

"The qualifications of the director include an intensive study of radio through the past summer; attendance as a delegate to National Radio Conference in Greeley, Colorado, ten weeks in New York following master directors on the four networks and one week in Chicago with unusual radio privileges.

"We are promised some air time, and we hope to become a Radio Victory Guild for the duration."

#### **Seattle, Wash., and Station KIRO:**

"Gordon Davis, producer and dramatic writer for KIRO, has been appointed Director of Education for the Seattle station. He assumed the position vacated by Miss Hazel Kenyon, a lieutenant (junior grade) in the 'Waves.'

"Prior to coming to KIRO, Davis had worked with the educational station of the University of Illinois, Station WILL in Urbana, and also held the position of assistant director of radio at the Cornish School of the Arts in Seattle.

"'Pledge Allegiance to Your Job,' program series produced on KIRO which recently won a special citation at the School Broadcast Conference held in Chicago, was written by Davis. It is an industrial training program for war plant foremen and supervisors and is used by three major war plants in the Seattle area as a supplementary training aid to their already established in-plant training programs. 'Pledge Allegiance' was cited for the excellence of the material broadcast and the unique purpose served by the series.

"Davis is also the writer and producer of 'Your Work is a Weapon,' war plant labor-recruiter program series, now on KIRO."

#### **The University of Minnesota and E. W. Ziebarth**

"A network of 17 stations, effectively blanketing a large area in the Northwest, is carrying the *Minnesota School of the Air* programs originated by the University of Minnesota. The programs this year are designed to promote the war effort, and a series 'Your Job and the War' has been especially designed to aid young people in finding their place in the occupational turmoil which has resulted from expanding war industries. Some of the American heritages for which we are now fighting are made more clear through a series called 'Land of the Free.' Dr. William A. O'Brien presents a special series of health talks designed to keep our school children healthy for the duration. An objective news analysis is presented twice each week for students in the classroom, and the interpretations are presented in language which the children can understand."



## Recording Review . . .

**Credit Unions—The People's Banks.** Transcription produced by the Public Affairs Committee, in co-operation with the Credit Union National Association; 16-inch and 12-inch sizes; 14-minute recording. \$3.75 per record, express collect. Distributed by the Public Affairs Committee, 30 Rockefeller Plaza, New York.

Reviewed by DONALD L. CHERRY

The appearance of a new recording dealing with a significant social problem should be greeted with a good deal of appreciation, especially when the subject is as capably handled as is the case with the transcription under consideration. Perhaps this type of social studies material presents greater difficulty in presentation than does dramatization of a historical episode—a fact which may account for the relatively few satisfactory discs concerned with current problems, as compared with the many excellent historical dramatizations. There are undoubtedly other reasons, however, not the least of which might be a desire of commercial producers of recordings to steer clear of controversial issues.

No such desire animates the Public Affairs Committee, for their recording *Credit Unions—the People's Banks* deals frankly and openly with a matter which is very real to many Americans. Produced in co-operation with the Credit Union National Association, this disc attacks the problems facing the small borrower and presents a possible solution. The rise and growth of credit unions is summarized, and the method of operation of these financial institutions is briefly outlined. Not only might this material be considered for use in secondary-school classes in consumer problems, but it should stimulate discussion also among adult groups of the type described in the recording: Those who "work together, live in the same neighborhood, belong to the same labor union or church, teach in the same school." Whatever the virtues of the credit union as a solution to the problem outlined (a matter on which his reviewer does not feel qualified to pass), the interest of the hearer is caught by a presentation which serves as an adequate introduction to further study of the topic. Short conversational dialogues, statements by Credit Union National Association field men, and comments by typical credit union members are woven together into a smoothly paced script, one moving rapidly enough to sustain a satisfactory level of showmanship. The transitions are effortless; the reading of the parts is professional in calibre, with good differentiation in char-

acterization. Technically, the quality of the recording is excellent.

The two Public Affairs Pamphlets on which the recording is based, *Loan Sharks and Their Victims* and *Credit Unions—The People's Banks*, are available at nominal cost to those using the transcription. Joining printed materials with those of an auditory nature is a procedure which should be encouraged among producers of records. The Public Affairs Committee, in planning on future such recordings, might consider the publication of large-scale reproductions of charts and graphs, for bulletin-board display purposes; such illustrations as those contained in the pictorial presentation of statistics in the pamphlets mentioned above would have permitted another visual approach to the problem, being considered. The co-ordination of various types of visual and auditory devices in educative situations merits careful study, for it might increase the adequacy of an already effective teaching aid, here represented by the recording under review. The transcriptions available from the Federal Government on such topics as conservation and public health are frequently supplemented in the classroom by large charts and maps, with such visual aids located by the enterprising teacher. As a suggestion to private or governmental agencies producing recordings of the type of *Credit Unions*, small packets of printed and graphic materials might be made available to those who purchase or borrow the discs.

It is to be hoped that the Public Affairs Committee, as well as other similar agencies, will continue to make available for educational use recordings dealing with problems of social import—and dealing with them while they are still vital. By doing so, they may make such problems come alive for students in schools and for adult groups, thereby fulfilling the purpose avowed by the Committee: "To make available in summary and inexpensive form the results of research on economic and social problems to aid in the understanding and development of American policy."

### Substantial Discount on Recorded Lectures

Accompanying the announcement that the educational transcriptions in the Recorded Lectures catalogue are now available at reduced prices is a notice that special arrangements have been made whereby members of the AER may get an extra 25 per cent discount. All orders should be sent directly to Blanche Young, 410 N. Meridian Street, Indianapolis, Indiana.

## Radio in the Classroom

(This is the first of a series of utilization reports being collected for THE JOURNAL OF THE AER by Luella Hoskins, of New York University's Radio Department.)

By SELMA PUFFER

Radio has made its bow in the schoolroom and has been asked to remain by many educators. Children look forward to an interesting radio program. At first the novelty of a classroom radio intrigued them but finally the program itself became inspiring. "The School Spotlight" series\* was selected by our children as a "regular."

Five intensely interested students organized a Radio Board, electing officers and a librarian. They drafted a Constitution and laid plans for radio-listening. Each member asked a teacher for permission to direct the radio-listening activities of her class. He studied the handbook† and planned questions to announce and to arouse interest in the program. He listened with his class, noting questions, and points for emphasis, observing the facial expressions of the group as they listened. These can be very revealing. A discussion followed the broadcast. Plans for activities were laid. Plays, impersonations, posters, dioramas, quizzes, reviews, etc., were willingly made and presented. The best were displayed on the hall bulletin board. Dramatizations were presented to the Radio Board. The Radio Board then met briefly to summarize and to evaluate their work. They endeavored to develop good listening-habits, selections of out-of-school programs, and critical analysis of materials used.

Our Radio Board now has fifteen members and five substitutes. These children are exercising and developing qualities of good citizenship through a service that is genuinely needed and appreciated. They are learning to evaluate their own work and to appreciate the meaning of responsibility. Their only rewards are the satisfaction of having done a good job, a trip to the studio to watch a production, and a party.

"The School Spotlight" has afforded us opportunities to guide, to aid, and to advise in the selection of radio programs, reading materials, and motion pictures. The material used is timely, appealing, and appropriate for synthesis of the work already being carried on in the schoolroom.

\*"The School Spotlight" series is sponsored and developed by the Department of Visual and Radio Education, Detroit, Michigan.

†This handbook is published by the Department of Visual and Radio Education.



# An Advertising Man Evaluates a School Script

By A. E. Meyerhoff

Pres., Neisser-Meyerhoff, Inc.



ARTHUR  
MEYERHOFF

Last summer when the Radio Council of the Chicago Public Schools invited me to discuss some of the techniques a radio advertising man uses to produce sales for a client with members of the Council's Comprehensive Radio Workshop—it was more than mere academic curiosity that prompted their interest.

In recent years, radio has been invading the field of formal education. By reason of its dramatic nature and unlimited sources of material, it promises to heighten interest in educational subjects. Recognizing that commercial programs have highly developed the audience-pulling power and appeal of radio, it was thought that comparable results might be obtained for educational radio by applying advertising techniques and approaches.

I am fully aware that to some educators and laymen, the very word "advertising" is an anathema. They automatically brand all advertising as flamboyant or flagrant. Yet it's been my experience that a good deal of such criticism arises from either misunderstanding or a confusion between advertising which is suited to the product and that which is not. For instance, not long ago, a private school with an enrollment problem had occasion to consult us. The head of the school made it plain that she was reluctant to have the school "stoop" to advertising. Yet when a plan was worked out to interest parents in the school, its opportunities and activities, she was instantly delighted and remarked: "Why this isn't advertising—this is just telling the truth about our school . . . in a most convincing way. I should want to go to that school myself."

Well, that is advertising! By actual definition, "advertising" means to inform the public about and create a demand for a particular product. The techniques and approaches are simply those definite rules used to get such results. Actually they are a matter of applied psychology—the same sort of psychology that both educators and business people use, consciously or unconsciously, in every-day life. Today, when all brands and all products are familiar, people buy the product they like the best . . . the one that interests them the most. The fact that certain products are outstanding successes, as

measured by the familiarity of children with well-advertised foods like breakfast cereals, is proof that these advertising techniques succeed in getting response or results with an entirely voluntary audience.

Thus, it is as an advertising man, interested in showing how these same techniques might get results for educational radio, that I am attempting to evaluate the Chicago Radio Council's programs, "Open Sesame" and "Let's Tell a Story," written by Mrs. Jean Simpson and produced by the Council in cooperation with the Board of Education Library.

Admitting quite frankly that I do not know the school "angle," still I believe that there are certain fundamentals that apply to any radio program. Number one is, that for any radio show to achieve a desired result, the objectives of the program must be well defined in advance. In the case of the most commercial broadcasts, the primary objective is to sell the sponsor's product. Entertainment is the device used to attract the audience whom you want to sell. Too often producers forget this—and although the show entertains, it fails to sell the product and is eventually taken off the air.

The corollary to this first rule is to select the kind of entertainment that will get an audience of potential buyers. For instance, a sophisticated show is hardly the vehicle to sell a farm product.

No less important factors to be considered are the time of day a program is aired. If you have a commercial message for housewives, you talk to them when they are at home and thinking of their homes. Or if you have a food product, try to schedule your program around meal-time. And always, in selling any audience, you talk to them in terms of self-benefits—not what a fine product you have, but what your fine product will do for them . . . how it will help them.

At first glance, these principles might seem to apply only to a commercially-sponsored radio program. But now, let's see how they also apply basically to literature programs such as the ones Mrs. Simpson has been writing and the Radio Council putting on the past few years.

In format, the Radio Council's programs have been fifteen-minute dramatizations based on incidents from a particular book on the recommended reading list. Aired once-a-week to children in school classrooms, these cleverly written scripts close with a "come-on" designed to get the children listening to go to their school libraries and get the book.

Now is the time to ask what actual-

ly is the objective of this show. Is it to get these youngsters to read a particular book? Or is it to build worthwhile reading habits by encouraging them to use the facilities of the public library? If it is the latter, then it does little good to whet their appetite for a single book whose demand, by reason of the show, so increases that not enough copies would be available.

For instance, what would happen in commercial radio if an advertiser who had only one or two packages of his product in each store should go on the air with a program to increase public demand. Say his message is well-written, tells people what that product will do for them and how much they will enjoy it—and actually gets them to act on his suggestion to try the product. They go to their store, but the merchant doesn't have the product—so they lose interest and more than likely never ask for the product again.

By slightly changing the format of the programs, this difficulty could easily be overcome.

In a fifteen-minute commercial show, the amount of commercial (selling message) is necessarily limited because such a program depends on voluntary listenership. However, in this instance, no such problem exists. These in-school programs have a ready-made audience of some 20,000 students, in the 5th and 6th, and the 7th and 8th grades. These youngsters hear the programs every week of the school year as part of their classroom routine. The fact that they must listen to the full fifteen-minutes means that the entire time can be devoted to "commercial"—i.e., selling that objective of getting children to read more books.

Let me hastily point out that making a program straight commercial does not mean making it dull or uninteresting—not at all. For instance, a show with approximately the following format would, I believe, be most digestible—and at the same time, serve to accomplish the objective with very little lost motion.

The opening could be an outright commercial appeal, urging the children to read books. Not telling them to read books because of the fine covers, nor because they ought to like books—no, the telling would be selling! Promise them adventure . . . promise them entertainment . . . show them how their future business and social life can be so easily bettered by right reading. This "self-benefit" selling is the same effective technique used so successfully by commercial advertisers. Such a message should last about a minute-and-a-half.

Following on the heels of this announcement, there might be a lead-in

(Continued on back cover)

## AER Reviews . . .

**Plays For Americans**, Thirteen New Non-Royalty Radio Plays, by Arch Oboler, (Farrar and Rinehart, New York, 1942, \$2.50).

Reviewed by G. D. WIEBE

The thirteen radio scripts comprising the volume *Plays For Americans* were originally heard on NBC during 1942. They are about the war and may safely be classified in that vague category known as Morale Broadcasts. The core of their content is this: The brutality of Nazism is so huge—so unbelievably wrong that self-seekers and humanitarians, politicians and plain folk, young and old—all find themselves driven together into an angry and selfish opposition to Hitler.

Mr. Menser\* notes in his preface that "the intent was to stimulate American people to (a realization of) the importance of the war effort." The messages are thus compelling and moving without prodding the listener toward specific civilian war activities.

Most people know Arch Oboler, the author, as a Super-Spook Radio Writer. Mr. Oboler must now be measured against new criteria. He, like his character, Johnny Quinn, in the last broadcast in the book, has seen the task that faces us, and has set about doing his bit. The writing in these scripts is sincere and often moving. The morale messages are not in poster slogans. They are structured with a firmness that is powerful without blatancy. Oboler's knack for fantastic production schemes is held in check, but is not totally absent. Deep convictions plus a lively imagination have added up to vigorous and imaginative radio.

Unfortunately, I have not heard any of the *Plays for Americans* on the air. If used for amateur and school workshop productions, however, producers will probably encounter two difficulties. First, there are frequent long speeches which require excellent rendition. Second, the plays, in some parts, are at once so dramatic and so dependent on artistic sounds and production, that a crude touch may break a whole rendition.

It would be regrettable if five hundred amateur groups performed these plays on local stations. Such scripts as these tend to come off either as pathetic or powerful. In the hands of such people as Raymond Massey, Olivia deHavilland, Burgess Meredith, Bette Davis, and others of like calibre (who did the network performances) I'm sure they were moving programs. In the hands of eager amateurs, the same scripts might easily become embarrassingly bad. A producer must remember

\*Program Manager, NBC, N. Y.

that in airing these shows, he is at the deadly serious business of dealing with wartime emotions.

Having set down these reactions, I recommend *Plays for Americans* to all who are interested in current, serious radio drama. The book makes good reading. It should, furthermore, provide inspiring material for analysis, study, rehearsal, and private performances by radio workshop groups in high school, college, or community.

P. S. *The plays may be performed without royalty on sustaining programs until the end of the war.*

**Radio in the Classroom:** Experimental Studies in the Production and Classroom Use of Lessons Broadcast by Radio: Report of the Wisconsin Research Project in School Broadcasting. Prepared by A. S. Barr, H. L. Ewbank, and T. C. McCormick. (Madison: The University of Wisconsin Press: 203 pp., 1942. \$2.00.)

Reviewed by NORMAN WOELFEL

The Wisconsin *School of the Air* had been in existence for a period of six years when money was granted by the General Education Board in 1937 for the purpose of scientifically appraising its educational effectiveness. It had been assumed that radio could be used profitably in the classroom for the following purposes:

1. to give direct instruction in certain limited areas of the curriculum
2. to demonstrate teaching methods and so perform a supervisory function
3. to stimulate desirable responses and activities
4. to supplement or enrich classroom instruction by providing educational materials not usually available, especially in smaller schools.

The Wisconsin radio research project during 1937-1939 undertook to test the validity of these assumptions. (page 4.)

Unfortunately in making specific plans to carry on the study in the field, the above aim was apparently forgotten. The situation in Wisconsin was ideal for radio evaluation, because the evaluation staff really functioned as part of the State Department of Education and as part of the Wisconsin

### AER Reviewers This Month . . .

GEORGIANA K. BROWNE, Radio Chairman, Ventura County Schools, Santa Barbara, Calif.

G. D. WIEBE, Columbia Broadcasting System, New York, N. Y.

NORMAN WOELFEL, Evaluation of School Broadcasts, Ohio State University, Columbus, Ohio.

*School of the Air.* The staff consisted of educators, of radio production people, and of test builders and statistical workers. The report however gives us no insight into staff deliberations which caused the apparent shift in the main objectives of the study. It proceeds instead to tell what was actually done.

A number of experimental studies were undertaken. Each study centered about a particular school broadcast series. The broadcasts covered the subjects of music, nature study, geography, social studies, English and speech. Each separate experiment involved:

1. planning a series of broadcasts designed to attain certain educational objectives
2. providing teacher aids to insure effective use of the broadcast
3. creating and producing the programs
4. conducting a controlled experiment to measure the effectiveness of the broadcasts in a sampling of the listening schools.

The ideal nature of the Wisconsin set-up is apparent in this series of steps, for the entire process from curricular analysis to program building to broadcasting to evaluating was in the hands of the research staff. Within wide limits they could follow wherever their insights led them. Their insights, however, were not very fundamental for on page 7 we find that "the major objective of the project was to measure the educational effectiveness of each series of school broadcasts." What had happened to the "major" objective stated in the first paragraph of this review?

We are told that the process of evaluation involved:

1. the construction and validation of a number of tests for each series, based on its major objectives
2. the administration of these tests to a selected sampling of listening schools and to an equal number of similar non-listening schools.
3. the analysis and interpretation of scores made by students in radio and control groups
4. the gathering and interpretation of subjective data, including the opinions of teachers whose pupils took part in the experiment, and also the observations of staff members who visited schools while the radio lessons were in progress.

This reviewer suspects that number 4 above was added more as an afterthought, and that little consideration had been given in the actual planning of the experiments to techniques of gathering and analyzing the so-called subjective data.

The body of the Report consists of a series of chapters each of which re-

ports in considerable detail the experimental procedures and results for one broadcast series. To make a long story short, the only practically useful findings of the entire study were those based upon the analysis of the "subjective" data.

The moral of all of this, and the reviewer is now speaking out of an experience somewhat similar to that of the Wisconsin researchers, is that evaluators of radio education must learn to restrain their impulses to build paper and pencil tests and to dabble in new statistical techniques until they learn a little more clearly just what it is they are trying to evaluate.

**What Teachers Think of Radio**, by Irving Robbins. (Bulletin No. 58, Evaluation of School Broadcasts, Ohio State University, 1941; 15 pp.; price, ten cents.)

Reviewed by GEORGIANA K. BROWNE

What are the listening habits of teachers? What do they know of children's radio listening? How do they use radio in their schools?

These pertinent questions concerning the teachers of Muskingum County, Ohio, have been ably answered in the survey made by Irving Robbins in 1941, called, *What Teachers Think of Radio*.

A two-page questionnaire was sent to all city and county teachers of elementary and secondary grade levels. Responses gave statistics of value from 86 per cent (475 teachers in the county).

Findings showed that news, classical music and drama led the list in teacher-favored listening. Teachers' opinions of children's listening included six programs thought wholesome, several thought inspirational, and a number over which there were diverging ideas as to worth and effect on children. It was found that more city than county teachers used radio in their classrooms due to equipment and emphasis on radio use.

Recommendations due to these findings place emphasis upon better training in the use of radio, better equipment and, of course, better programs!

The clarifying quality which the answers to these questions give to thinking on the subject of radio use is most apparent. Use of radio in the classroom necessarily hinges on the thinking of the teacher;—therefore,—if her listening habits are well-grounded; if her understanding of radio's part in the life of the children in her classroom is sound; if she is consciously endeavoring to build through her use of radio, more discriminative listening;—then radio's intelligent use is assured.

Mr. Robbins, through this interesting study, has pointed the way to clarified understanding of the teacher-radio program, and possible means of its solution.

## University of the Air . . .

(Continued from page 1)

"Teaching while giving delight"—as their aim.

Facing a common threat, the Americas need a spiritual as well as military defense. It is a defense which can be achieved only through knowledge. America, said Cecilio del Vayo, Honduran author, is the "most important topic of study for all Americans." The outbreak of war focused attention on the need for greater common understanding. But it was a need which long has been present. The *Inter-American University of the Air* was founded as a permanent institution and it must continue long after the existing crisis has passed.

"In calling this institution that we are founding a 'university' we are under a deep obligation to remember that, next to the churches, universities are the oldest institutions of the western world," Walter Lippman, the noted writer, said upon the occasion of the founding of the University. There are universities in the Americas which are older than any of the American republics. They are descended directly from the great universities of France and Italy, of Germany and England. And these great universities of Europe are older than the governments or even than the national states of Europe.

"We cannot, and must not, and shall not debase the idea of a university by using it to promote our immediate national interests in the war which we are waging. We shall not, of course, hesitate to try by other means, over the air and through the press, to rally our friends and confound our enemies, to explain our actions and to argue our cause. But in a university we are concerned with another thing—with that for which universities exist—to perpetuate and to pass on the ancient and living culture of the western world.

"For the bond of union in the Americas is not geography. The fact that we all live in the Western Hemisphere is no more a guaranty of union for us than is living in the Eastern Hemisphere a guaranty of union among the peoples of Europe and Asia. Nor is economic interest the bond of union. Nor is the strategical defense of our two continents. Nor is similarity in our political institutions.

"What unites us, though we speak Spanish, Portuguese, French, Dutch and English, though our political traditions are historically different, is that all the variety is like the branches of an ancient tree which has the same trunk and grows from the same roots. That trunk and those roots are what we mean by western culture—a thing which is older than all the Americans and indeed older than the very idea of Europe.

"It is, as a great French scholar has

defined it, 'essentially the culture of Greece, inherited from the Greeks by the Romans, transfused by the fathers of the church with the regilious teachings of Christianity, and progressively enlarged by countless numbers of artists, writers, scientists and philosophers since the beginning of the Middle Ages.'

"This is the cultural tradition of all our universities. In that tradition, and in it alone, do we find that which is common to us all underneath the things which are different.

"The war has made us aware that this tradition is threatened as it has not been threatened for many centuries, and we dare to believe that, though we have taken up arms because our national interests are attacked, we are also the champions, one among many, we hope the worthy champion, of the civilized tradition of western men.

"In that struggle, which will test us utterly, we find strength in remembering that our civilization, which began in the Mediterranean, and then spread over Europe, and then across the ocean to the Americas, has for more than 2,500 years of storm and stress proved itself to be invincible and imperishable."

As a part of its experiment in seeking fields of maximum usefulness, the *Inter-American University of the Air* entered into cooperation with Columbia University in the convening of an Institute of Inter-American Affairs. It will be an annual institute at which many phases of cultural, economic and political relations among the Americas are discussed and demonstrated by leading authorities from many countries. The sessions of the Institute are open to the public, as well as to teachers and students, in keeping with the general purposes of the University.

At the first of the annual meetings held Oct. 10-12, a distinguished group of statesmen, economists and scholars addressed the panels. Subjects discussed included a wide range of Inter-American relations: "The Americas: A Model of World Cooperation"; "New World Music"; "The Rediscovery of America"; "Military Cooperation Among the Americas"; "Audio-Visual Aids to Cultural Understanding"; "Health Problems of the Americas"; "Post War Relations of the Americas"; "American Cultural Relations" and "Cavalcade of America."

Production problems and matters of judgment on the scope of the programs remain but the undertaking is constantly being re-evaluated pragmatically. In outlining what was being attempted before the first program took to the air, Dr. Angell struck the keynote:

"There will be no fixed format for the programs, but in the early stages of the undertaking this will be predominantly dramatic in character, supple-

(Continued on back cover)



## University of the Air . . .

(Continued from preceding page)

mented by introductory and summarizing materials which will give a solid core of factual information to carry away. Certain of the subjects to be dealt with can perhaps be best handled by round-table procedure, others by straight debate or dialogue and others, perhaps, by talks delivered by distinguished and authoritative speakers. We shall from the first attempt to justify the high quality implied in the term "University." On the other hand, we shall make every effort to present programs of compelling power and interest to intelligent listeners everywhere."

"We should rejoice at the creation of this worthy enterprise," said Dr. Luis Quintanilla, Mexican minister to the United States, striking another keynote. "It will help education. It will help inter-Americanism. It will help democracy. And because of that, it will help to bring, nearer to us, the glorious day of final victory."

Los Angeles, Calif.—Films and radio for instruction, to replace teachers who are participating in the war effort, were introduced to 500 representatives of 200 Catholic schools and organizations in Los Angeles. "In view of the fact that our population is increasing as the teacher supply diminishes," said Daniel E. Doran, president of the Catholic Film and Radio Guild, "the educator will have to rely more and more on mechanical aids."

## Farm and Home Broadcasts . . .

(Continued from page 3)

of Ohio, and each in turn was broadcast over the local radio station of these delegates.

Programs for homemakers have always been important on WOSU's daily schedule. Each Monday, Wednesday, and Friday from 9:30 to 9:45 a. m. discussions of the family as the basis of democratic living are presented by Mrs. Ruth Pounds who is a former Grange and Farmers' Institute lecturer. She is the wife of Professor R. L. Pounds, Ohio State University College of Education, is Director of the University's Adult Evening School, and the mother of two daughters.

During the same period on Tuesdays and Thursdays, Mrs. Eunice Kochheiser conducts WOSU's "Consumer Center." A former member of the faculty of the Ohio State University School of Home Economics, she is Director of the Consumer Education Institute established in 1942 at Ohio State University through the cooperation of the University and the Office of Price Administration. The purpose of this consumer center is to provide aid in consumer education to students and faculty and also to provide information and guidance to off-campus

## Faculty Committee Appointed . . .

(Continued from page 2)

O. Williams, sociology; and Warren Jones, journalism, clerk.

This committee's report will be considered by the advisory board which makes final selections, and which met in New York January 15. The board report is not expected to be ready before March.

In 1942 entries are more numerous and more varied than in former years, according to Dean Drewry. There has been a greater response from small stations and more nominations from outside groups such as schools, colleges, and listener groups. Although several network programs have been entered by outsiders, the NBC, CBS, and Blue did not submit individual entries. Dr. James R. Angell, public service counsellor of NBC, Douglas Coulter, director of broadcasts, of CBS, and Dr. H. B. Summers manager of public service of Blue, each wrote, however, explaining that they would be glad to supply data on any programs in which the Peabody board is interested. All three mentioned the increased demands of their war efforts and a desire not to be regarded as "an applicant for honors."

Last year the Peabody awards went primarily to programs. The year before stations and networks were recognized. For 1942 both programs and stations are to be cited. The Peabody awards, as originally set up, were designed to recognize the most disinterested and meritorious public service rendered each year by the broadcasting industry, and to "perpetuate the memory of George Foster Peabody, benefactor and life trustee of the University of Georgia, and friend of educational progress everywhere."

Awards this year will be made in at least six categories: 1. That program or series of programs inaugurated and broadcast during 1942 by a regional station which made an outstanding contribution to the welfare of the community the station serves. 2. That program or series of programs inaugurated and broadcast during 1942 by a local station which made an outstanding contribution to the welfare of the community the station serves. 3. Outstanding reporting of the news. 4. Outstanding entertainment in drama. 5. Outstanding entertainment in music. 6. Outstanding educational program. The awards under reporting, drama, music and education may go to either a station or a network program.

groups and individuals throughout Ohio.

Throughout each year there are held at Ohio State University various meetings such as Farmers' Week scheduled by the College of Agriculture. The most significant of all of these are a fertile field for many farm and home broadcasts of special interest which have been presented over WOSU.

## An Advertising Man . . .

(Continued from page 7)

something like this: "Here is an adventure in reading"—and then a four-minute high-spot, dramatic episode from one of the books recommended. It could close with: "This is just one of the many experiences you can have by reading the books in your school library." Time would permit three of these four-minute episodes in each show, always ending up with the appeal: "Go to the library in your school and look over the shelves for many exciting books of a similar nature, etc."

The script thus altered accomplishes several things. By distributing the emphasis from a book to books in general it enables the school libraries to meet the demand of children looking for a certain type of reading. By the same token, the child interested in reading for what it will do for him need never go away empty-handed or disappointed. Once awakened to the "new worlds" reading offers, most children are in a "buying" frame of mind—that is, they are receptive to the appeals used to get them to continue reading. Show them how they can be entertained, and they will read. Show them how they can have adventures through books, and they will read. Show them how their own futures can be bettered . . . perhaps by patterning themselves after the hero in a book . . . and they will read.

One last urge which is successful whether directed to children or adults—but particularly so with children—is the "Everybody's doing it" appeal. In this case, it might be "it's smart to read, to be able to talk about reading as an accomplishment." As parents know only too well, if "all the other kids" are doing anything, no child wants to be the exception.

To give these programs an additional impetus, eventually some system of merit award—a badge, button or certificate—could be worked out by the Radio Council itself or through the individual school or classroom. Here again, the appeal to the child is that of being in the "swim" . . . with the additional opportunity of forging ahead of others.

Somewhere earlier I stated that I did not know the school business—I don't. My analysis of these particular Chicago Radio Council programs is purely the attempt of an advertising man to show how commercial radio techniques might be applicable to radio in the field of education. If it is to be constructive, it must necessarily be interpreted in terms of the experience of those people who have done, and are doing, such an excellent job of giving radio an important place alongside the three "R's."